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19 July 69

MEMORANDUM FOR: The Deputy Director for Plans
SUBJECT : The Cooperative Education Program in TSD

SUMMARY:

Pursuant to your request, this paper covers the purpose, background and procedures of TSD's Cooperative Education Program. It discusses financial and security factors, evaluates the progress and concludes that the program has merit for consideration by other elements of the Clandestine Service.

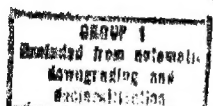
PURPOSE:

We look upon this program as a long-term recruitment effort designed to attract the most promising technical and science candidates to TSD. The students and their universities look upon it as a means to gain useful job experience in laboratory facilities which will give more meaning and purpose to academic studies. The students also look upon it as a means to earn money while going to school, and it is the happy confluence of these three, diverse objectives which make student co-op programs possible.

BACKGROUND:

We started to think seriously about using this approach in the latter half of 1966 because we found that other government agencies and the private sector (who have long employed this device) were draining off many of the most promising candidates. The original project was approved in March, 1967, set a ceiling of 16 students and provided the necessary funds for their salaries. The mix is purposely flexible and reflects our recruitment needs. At present we are aiming for 10-12 students in the field of physics/electronics, 3-4 in the field of chemistry, and 1-2 in the field of mechanics.

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PROCEDURES:

Initial screening and selection is carried out on campus, by a senior officer of TSD accompanied by Mr. [REDACTED] of the Office of Personnel. Following medical and security reviews, the student is brought on board and is assigned to our laboratories [REDACTED] South Building. He normally spends 20 - 24 weeks per year with us, divided into two work periods that alternate with academic studies. We, in turn, have blocked out work activities which roughly correspond with his state of academic development.

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SECURITY:

A primary question was whether or not we could resolve the security problems attendant to having young people working with us only part of the time. We came to the conclusion that the risks could be reduced to an acceptable level by paying close attention to the students while they were here and by properly keeping in touch with them during their academic periods. We make no bones about the fact that they are being employed by CIA and we insure that the students are not used in any operational sense. Radical student activities does not appear to be as serious a problem at the technical schools and our visits to the campuses have not been marred by "incidents."

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FINANCIAL:

Salary scales range from GS 3 to GS 7, depending upon the student's level of academic development. In addition, we pay his travel expenses to and from Washington, and, more recently, we have made provisions for a cost of living increment. Students assigned to South Building can get along very well on their salaries, but students assigned to [REDACTED] are hard-pressed to make ends meet. Public transportation and low-cost board and room facilities are not available in those areas, and we have found it necessary to provide this latter group with an increment of approximately \$75.00 per month.

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STATUS & EVALUATION:

We now have 11 students in the program: 2 in Chemistry, 1 in Mechanics and 8 in Physics/Electronics. All of these have completed one or more work periods with us. Two more students are about to arrive for their first work period and we intend to fill the three remaining vacancies with Electronic Engineering students.

It is too early to tell whether the main purpose of this program, i.e., recruitment, will be realized. Two or three of the students are at the freshman level and their potential cannot be discerned. Three or four others have been here for two work periods, now, and we feel that they are very able and promising young men. Two candidates were rejected on medical and security grounds prior to entry and we have terminated one young man because we were not impressed by his attitudes and work habits. Several of our students are now at the junior level and in 12-18 months we will know whether we have succeeded in attracting them to an Agency career. In the meantime we can comment quite favorably on the calibre of this group, both in terms of academic excellence and suitability for employment. We are well pleased with them as promising young men.

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Finally, from the discussions they have had with their fellow students, it appears that the laboratory experience which we provide compares most favorably to the experience provided by other employers.

CONCLUSIONS:

Although the program has been singularly free of problems, we have concluded that it is better not to accept students at the freshman level. Over a period of time, furthermore, we expect to concentrate on three or four schools rather than the large number we now have represented.

While this report is based on the experience of a technical division, it would appear that a similar program might be effective elsewhere in the Clandestine Service. With the exception of [REDACTED] these programs have been confined primarily to the technical schools, yet we would think that some liberal arts colleges - particularly those devoted to area studies, international affairs and languages - would welcome a similar approach.

As a selection device we feel that this type of program has obvious advantages. One can study and get to know individual students relatively well before seeking to recruit them. At the same time the student learns enough about the nature of our work to provide a good basis for selecting a career in the Agency.

[REDACTED]
**Chief
Technical Services Division**

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